

2.1 Oops! There isn't any sugar.

Weekly Objectives

Topic Food, drinks and cooking
Grammar Countable and uncountable nouns
Some and any
Vocabulary Food and drinks



Warmer

Check Ss' memory. Do they remember what activities their classmates like doing?

1a Do you like cooking?

Ss talk about cooking preferences. Encourage them to say when, how often and what they like cooking.

b Make a list of all the food and drink words that you know.

In pairs Ss make a list of all the food words they know. It would be a good idea to classify the words under food and drink.

! Classifying is a skill that Ss should develop. It contributes to the internalization of vocabulary. You may help Ss see that when some words are grouped together there is at least one criterion they all share.

2 Listen and answer.

Ss listen to Track 15 and answer the question.

Answer
No, they aren't.

15 Audioscript

See SB page 16.

3 Answer the questions.

Ss answer the questions and check them while they listen to Track 15 again.

Answers
1 They're in the kitchen. 2 They're cooking. 3 Today.

4 Look and match. Then listen and check. Which words are not in the photo?

Ss read the words and say which ones they know. Then they listen to Track 16 and check.

Answers
1 bananas 2 cheese 6 grapes 7 eggs 8 pasta
9 biscuits 11 salt 13 apples 14 potatoes 15 tomatoes
Words not in the photo: oranges and sugar

16 Audioscript

Refer to the food on the table on SB page 16.

5a Read. Then listen and number.

Ask Ss to read the name of the different drinks to themselves and say the ones they know. Play Track 17. Ss listen and number the drinks.

Answers

1 coffee 2 orange juice 3 soft drink 4 water 5 tea
6 milk

17 Audioscript

See Answers box above.

Pronunciation

The sound /dʒ/ may present difficulties to Spanish-speaking Ss. Ask them to press the tip of their tongue behind their upper teeth and release it slowly. E.g. *gym, January, June, etc.*

b Listen to this conversation. Which drink words are not in the dialogue?

Ask Ss to listen to the conversation and write down the drink words they hear.

Answers

water, orange juice, soft drink

18 Audioscript

Woman: Brrr ... It's freezing. Can I have a cup of tea?

Man: There isn't any, but what about some coffee?

Woman: Coffee? Yuck! I prefer some warm milk with lots of sugar.



Digital connection

Ss play memory games to recognise words (*vegetable, fruit and food*) and their pronunciation.

Suggested website:

www.cor.to/zmpC and / or for more options, www.vocabulary.co.il/

Extra practice 1

Grammar | Countable and uncountable nouns

Ask Ss to read the words in the box and complete the gaps. Ask them to explain how they can differentiate countable from uncountable nouns (countable nouns can be singular or plural, while uncountable nouns are always singular).

Answers

Countable: some **Uncountable:** some

6 Complete the table with words from Exercises 4 and 5a.

Elicit from Ss all drink words are uncountable.

Answers

Countable: carrot, apple, banana, biscuit, egg, grape, onion, orange, potato, tomato

Uncountable: bread, butter, cheese, meat, pasta, pepper, salt, sugar, coffee, orange juice, soft drink, water, tea, milk

7 Write *a*, *an* or *some* before the food and drink words.

Ss work in pairs. When checking with the class, ask Ss to justify their answers.

Answers

1 a 2 some 3 an 4 some 5 a 6 some 7 a 8 an

Note!

Make sure Ss remember we use *some* and *any* to talk about quantity.

Point out we use a singular verb (*is*) with uncountable nouns.

8 Complete the blanks with *is* / *are* and *some* / *any*.

Ss work in pairs and then check with the class.

Ask them to read the whole text before they start doing the exercise.

Answers

1 are 2 some 3 are 4 some 5 aren't 6 any 7 is
8 some 9 isn't 10 any 11 is 12 any

Extra practice 2

9 Look at the photo on page 16 again. What can the friends cook for the party?

Answers

1 Yes, because there's some salt and there are some tomatoes, some carrots, some onions and some eggs. 2 Yes, they can because there is some pasta, some cheese and some butter; there are also some tomatoes and some onions. 3 No they can't, because there are some eggs and there's some butter but there isn't any chocolate, milk or sugar.

10 Close your book and ask your friend 4 questions about the photo. Then check the answers.

Ss work in pairs or in groups of three. Give them a short time to prepare the questions.

Answers

Ss' own answers.

Extra practice 1

Chain game: T says: *Susan is in the market and she's buying some ...* S₁: completes the sentence with a food word. S₂: repeats S₁'s sentence and adds another food / drink. The game goes on until somebody doesn't remember the food / drink in the correct order.

Extra practice 2

In pairs Ss talk about food and drink in their fridges at home. E.g. *In my fridge, there is generally some water but there aren't any soft drinks.* Ss find coincidences and report them to the class.

Workbook

Answers

- 1 grapes 2 potatoes 3 apples 4 banana 5 milk
6 sandwich 7 fish 8 oranges 9 tomatoes
10 meat 11 salt 12 rice 13 pasta 14 carrots
15 bread
- 1 cheese 2 meat 3 apples 4 salt 5 bananas
- 1 some 2 any 3 only one 4 cheese 5 is 6 any
7 some 8 There is 9 a lot of 10 some
- 1 There's some cheese. 2 Are there any bananas?
Yes, there are. 3 There isn't any meat. 4 Is there
any bread? Yes, there is. 5 There are some grapes.
6 Are there any oranges? No, there aren't.
7 There aren't any onions. 8 Is there any sugar? No,
there isn't any.

2.2 You must cook a meal in 20 minutes.

Weekly Objectives

Topic TV

Grammar *Must / mustn't* (rules)

Vocabulary Types of TV programmes



Warmer

Ask Ss to tell you the food they like eating. Who cooks at home? What do they like cooking? Are they good at it?

1 Do you like watching TV? How often do you watch it? What do you usually watch?

Ss talk about TV. Ask them if they watch cookery programmes on TV.

Answers

Ss' own answers.

2 Read and circle the correct option.

Ss look at the picture and say what words they expect to find in the text.

They read the text, check their predictions and answer the question.

Be ready to teach £ = *pounds* (UK currency).

Answer

c

3 Answer the questions.

In pairs, Ss re-read the text and answer the questions. Ask them to justify their answers (2 & 3). The text says: "It's a competition between two chefs. They must bring some food in a bag but they mustn't spend much: there's a limit of £5".

Answers

1 Two. 2 The contestants. 3 £5.

4 19 Complete the blanks with words from the box. Then listen and check. Which TV programmes are not in the pictures?

Ask Ss to look at the pictures and write what type of programme they are about.

Play Track 19. Ss check their guesses.

When you do class check, ask Ss to read their answers and to self-correct their pronunciation.

You may play the recording again for Ss to repeat.

Answers

1 *soap opera* 2 *chat show* 3 *quiz show* 4 cartoon
5 sports programme 6 documentary 7 comedy
8 the news
Cookery programme and reality show are not in the pictures.

19 Audioscript

See **Answers** box above.

Grammar | *Must / mustn't*

Ask Ss to re-read the text on page 18 and elicit the use of *must* and *mustn't* to talk about rules (obligations). Then, Ss complete the examples in the **Grammar** box.

Make sure they understand *mustn't* is used when you cannot do something (a prohibition). It is not used to show lack of obligation as in *not have to*. Tell Ss we always stress *mustn't* and we do not pronounce the first /t/ sound /mʌsnt/.

Answers

Affirmative: cook

Negative: *mustn't*

We use ***must / mustn't*** to express: b).

5 Complete with *must* or *mustn't*.

Elicit from Ss they should read the whole text before completing it.

Ss work in pairs and then check with the class.

Answers

1 *must* 2 *mustn't* 3 *must* 4 *must* 5 *mustn't* 6 *mustn't*

Extra practice 1

Extra practice 2

6a What programme types do you and your friends like / hate?

Brainstorm the TV programme types they know and write them on the bb.

In small groups, Ss talk about their preferences.

Ask them to write down their friends' answers.

Ss may draw a table similar to the one on page 13

Unit 1 Lesson 3 Exercise 6a.

b  **Write about your friends.**

Ss write sentences about their friends. Have Ss from different groups read their sentences. Then, Ss compare their preferences and find out which programmes are popular in the class.

Answers a & b

Ss' own answers.

Extra practice 3**Digital connection**

Ss simulate to work for an Argentinian TV channel. They are in charge of buying 3 British programmes of any genre and / or format to show locally. They have to justify why the channel must or must not buy the choice made. E.g. [...] is a [comedy] and the channel must buy it because [...]

Suggested website:

www.bbc.co.uk/tv/programmes



Encourage Ss to use the language to communicate in class as much as possible.

At this stage, they can interact with their peers but most of them will only do so if they are asked to.

Extra practice 1

In pairs, Ss talk about the rules at home and / or the rules in their bedrooms. E.g. *I must make my bed. / You mustn't use my computer if my parents aren't around.*

Extra practice 2

Guessing game: In small groups, Ss think of a place where there are rules to follow (e.g. *the library, the theatre, the canteen*) and write down the rules for it. Then, each group reads their list of rules out loud and their classmates try to identify the place.

Extra practice 3

Ss talk about popular quiz shows in the country: *How many contestants are there? What are the rules?* In groups, they may also invent their own quiz show and explain the rules.

Workbook**Answers**

1 a4 b2 c6 d8 e5 f7 g1 h3

2 1 *You must stop.* 2 *You mustn't cycle.* 3 *You mustn't walk.* 4 *You must wash your hands.*

3 1 *programme* 2 *quiz* 3 *must* 4 *must* 5 *mustn't*

2.3 Why don't we buy the pizza at Mario's?

Weekly Objectives

Topic Dinner arrangements

Grammar *Why – because*
Would like

Vocabulary Tableware



Answers

a 8 b 9 c 1 d 7 e 5 f 3 g 10 h 2 i 4 j 6

21 Audioscript

a cup, b saucer, c bowl, d plate, e knife, f fork, g spoon,
h chopsticks, i glass, j napkin

Extra practice 1

Warmer

Spell food words aloud for Ss to say what they are. E.g. P-I-Z-Z-A. Encourage them to spell food or drink words. They can also spell the words backwards.

1 Answer the questions.

Ss answer the questions and talk about their habits. Be ready to present some vocabulary like: *Chinese food, pasty (empanada), hamburgers, hot dogs, etc.*

Answers

Ss' own answers.

2 Listen to the dialogue and answer true (T), false (F) or doesn't say (DS).

Ss read the unit title and predict the topic of the conversation.

Write their predictions on the bb.

Play Track 20 for Ss to check predictions and answer the question.

Answer

DS

20 Audioscript

See SB page 20.

3 Answer the questions.

Ask Ss to read the questions. Be ready to explain the meaning of *wash up*. Ss answer the questions. Play Track 20 again. Ss check their answers.

Answers

1 They're at Claire's. 2 Pizza. 3 No, they don't.

4 Match the pictures with the words. Then listen and check.

Ss look at the pictures and say which words they know.

They match the words with the pictures and then check with the recording.

Work on the pronunciation of words they find difficult to pronounce, especially *spoon, knife* and *saucer*. Play Track 21 again if necessary.

Note!

Ss read the **Note!** and say what they discover about these plural forms.

Elicit from them other irregular plural forms they know: *tooth / teeth, child / children, man / men, woman / women, etc.*

5 Name the tableware you associate with the following food and drinks.

In pairs, Ss make their lists. Then, do a class check.

Answers

1 plate, fork, knife 2 cup, saucer, spoon, napkin 3 plate,
fork, bowl, napkin 4 bowl, chopsticks, napkin 5 knife,
fork, plate, napkin 6 glass

Note!

Ask Ss if we use *why / because* to express reason or contrast.

Elicit we use *why* in the question and *because* in the answer. See if they remember we use falling intonation in *Wh-* questions.

6 Complete with why or because.

Ss do the exercise individually. Then, do a class check. You may focus on intonation, and pronunciation.

Answers

1 A: Why B: Because 2 A: Why B: Because

Extra practice 2

7 Write the words in the correct order to make questions.

In pairs, Ss do the exercise.

You may also ask them to invent a fourth dialogue. Then, they can read the dialogues aloud.

Answers

1 Why are you ordering food? 2 Why do you want to cook?
3 Why is your mother making a cake?

**Digital connection**

Ss watch Peter Seeger' song "Where Have All the Flowers Gone?" and create an AV clip with questions about life. E.g. *Why do men make wars? Because they don't love one another.*

Suggested tool and website:

Windows Live Movie Maker

Song video: www.youtube.com/watch?v=1y2Sllqy34 and lyrics: www.cor.to/ll2B

Extra practice 3**8 Practise dialogues using the prompts.**

Elicit the meaning of offers and requests. Then, in pairs, Ss make short dialogues using the prompts. If they have difficulty in pronouncing *would*, you may tell them this is the same sound they find in Spanish *huevo*, *hueso*. Encourage them to say the three words together, e.g. *huevo, hueso, would*. This is a good opportunity to work on intonation and stress of Yes / No and *Wh-* questions.

Answers

- 1 **A:** *Would you like some soup?* **B:** *Not for me, thanks.*
 2 **A:** *What would you like to eat?* **B:** *I'd like a sandwich.*
 3 **A:** *Would you like a salad?* **B:** *No, thanks.* 4 **A:** *What would you like?* **B:** *I'd like spaghetti, please.* 5 **A:** *Would you like (some) vegetables?* **B:** *Yes, I'd like (some) vegetables.*
 6 **A:** *What would you like to drink?* **B:** *I'd like some orange juice, please.*

9 Role-play other conversations. It's dinner time and there are some friends at home.

Elicit from Ss food, drink and tableware words and write a list on the bb.

In pairs, Ss create conversations.

Monitor but do not interrupt their work.

You may write down notes to deal with the linguistic problems later on.

Ss may dramatize their conversations in front of the class or record them on their notebooks or the Internet. Ss may also mime the dialogues while their classmates say the words.



It is not so important if Ss make mistakes at this stage. Encourage them to take risks for the sake of learning a new language.

Extra practice 1

Guessing game: A S draws a tableware object in the air and their classmates say what it is. You may use this as a game. When a S guesses the object, he / she scores one point. An extra point is given if he / she can spell the word correctly.

Extra practice 2

Mime game: Provide a S with a slip of paper with a *Wh-* question and its answer. He / She mimes it and the rest of the class tries to guess. E.g. *Why are you cooking? Because it's my mother's birthday. / Why is he sleeping? Because he's got a headache.*

Extra practice 3

Silly jokes: Ss try to answer the silly questions. Then they may invent their own silly jokes. E.g. *Why is the Maths book worried? Because it's got lots of problems. / Why does the cow want a radio? Because she wants to listen to muuuuuusic. / Why is the dog in the chapel? Because the door is open. / Why are zebras, penguins and cows really old animals? Because they're black and white.*

Workbook**Answers**

- 1 1 spoon 2 glass 3 cup 4 fork 5 chopsticks
6 knife 7 napkin
2 1 **A:** *would* **B:** *please* 2 **A:** *some* **B:** *thanks* 3 **A:** *Can*
4 **A:** *like* **B:** *thank* 5 **A:** *'d*
3 a 1 *Why are the children running?* 2 *Why is she worried?* 3 *Why are you in bed?* 4 *Why are you wearing a jacket?* 5 *Why do you like Picasso?*
6 *Why does he train every day?*
b 1 a 2 d 3 b 4 e / g 5 c 6 f
4 1 Greece 2 Japan 3 Greece 4 Italy

 3 Audioscript

Eleny from Greece says: eat more vegetables. You can eat some meat, but don't eat a lot. Eat vegetables, nuts and fish. They've got a lot of protein.

Fabio from Italy says: eat slowly. In my country, meals are a time to be with your family. Enjoy your meals and don't watch TV when you eat.

Kyle from Japan says: don't eat big meals. We eat small dinners in Japan. Stop eating when you are 80% full.

Weekly Objectives

Consolidate new notions
Develop reading, listening, speaking
and writing
Integrate skills



EXPLORE & DEVELOP

Warmer

Ss talk about their favourite TV programmes, specifying the name, type of programme, and description of the main characters.

Entertainment around the world

1 Answer the questions.

Ss look at the photo and say what they know about the woman.

Tell them they can make predictions if they do not know her.

Ask Ss to read the lead (the text under the headline), check their predictions and answer the questions.

Answers

1 Malena Solda. 2 She's an actress.

2 Read this interview and choose the correct options.

Elicit from Ss what type of text they will read (an interview).

Ask them to predict the possible questions the interviewer may ask the actress.

Write their predictions on the bb.

Ss read the text, check their predictions and do the exercise.

Answers

1 b 2 c 3 a



Encourage Ss to discuss the meaning of new words in pairs, before checking with their class, dictionaries or the teacher. Tell them to use the context (text topic, the topic sentence, modifiers, etc.) to predict the meaning of unknown words. It is useful to detect the category of the new word as well (E.g. *noun, verb, adjective, adverb, etc.*). Help Ss predict the meaning of cooking, in connection with the TV programme (*preparing, planning secretly*).

3 Read the comic and answer the questions.

Elicit from Ss what they have learnt about Malena's TV programme *Kicks*.

Ask Ss what kind of text they will read (a comic). Encourage them to make predictions using the drawings (type of TV programme, setting, number of characters, professions, relationships, possible problems, etc.).

Ss read the comic, check their predictions and answer the questions.

Answers

1 a sitcom (a comedy with funny situations) 2 On Wednesdays at 8 p.m. 3 Sergio Sul 4 Because he's got a very bad memory (and doesn't remember the orders). 5 Sometimes there isn't any food in the restaurant.

BUILD

4 In groups of 5, write another episode of *Kicks*, act it out and film it. Remember to divide roles: director, cameraman, actors.

Step 1 Plan ▶

Before Ss start working, check what Ss remember about *Kicks* (type of programme, characters, setting, etc.), and create a word map on the bb with *Kicks* at the centre.

Brainstorm possible problems / situations in this restaurant (confusions, quarrels). Write their ideas on the bb.

At this stage, it is interesting to work on the **Writing notes**, as it provides tips to help Ss write scripts. Ss work in small groups. They decide on the content and the format of their episode / situation.

Step 2 Draft ▶

Ss write their scripts in groups and organise the dialogues and actions, bearing in mind that they will film the sequence.

Step 3 Edit ▶

The group checks their texts using the points a-c in this step.

Ss swap their texts, read the other groups' scripts, and write suggestions.

Ask Ss to hand in their work for you to write additional comments.

The groups write a final text, considering the suggestions and comments they receive.

Step 4 Present ►

Ss film the episode and post it on the class blog. Then, they watch all the episodes together and vote for the funniest. You may want to establish the criteria to assign points before they start voting (E.g. language used, clarity, gags, costumes, etc.).

EDB Listening task (See SB page 56)

▶ **22 Listen to the conversation and answer true (T), false (F) or doesn't say (DS).**

Ask Ss to read the sentences and say what they think this conversation is about.

Ss listen to Track 22, check their predictions, and do the exercise.

This may be an interesting opportunity to teach the expression *junk food*.

Answers

1 F 2 T 3 T 4 DS 5 DS 6 DS

▶ **22 Audioscript**

Kenny: *Hey Deb, would you like to eat in a restaurant today?*

Deb: *Sure! Where?*

Kenny: *What about Randolph?*

Deb: *No! Not Randolph. They haven't got any junk food there.*

Kenny: *Junk food? Do you want to eat junk? You mustn't, Deb. It's not good.*

Deb: *Ha, ha, ha! I know, but ... just one day! Once a month! Have you got a problem?*

Kenny: *Well, yes. I mustn't eat junk food, you know. I'm training.*

Deb: *OK. What about Kicks?*

Kenny: *The crazy place? Is there any good food there?*

Deb: *I think so. But ... why don't we call and ask?*

Kenny: *OK, Deb, let's call and ask ...*

CHECK YOUR PROGRESS 2**Answers**

1 Countable: banana, biscuit, carrot, chips, egg, grape, onion, orange, potato

Uncountable: bread, butter, cheese, meat, orange juice, pasta, pepper, salt, soft drink, sugar, tea, water

2 1 Are ... any / any 2 some 3 some 4 Is ... any / is some 5 some

3 1 Would ... like 2 What would 3 'd like 4 I have

4 1 mustn't shout 2 mustn't use your mobile during the show 3 must have a passport 4 mustn't look at your friend's paper 5 mustn't hold the ball

5 a 1 d 2 c 3 e 4 a 5 b

b 1 is she studying / she's got an exam next week.

2 Why has Peter got an umbrella? / it's raining 3 do your brothers need a car / Because they want to go to Salta. 4 Why are the girls at the club? / Because they are practising for the match.

TIME OUT A

Weekly Objectives

Integrate skills
Transfer knowledge to new situations
Develop comprehension strategies



IS THIS FOR REAL?

Background information

HOLOGRAPHY is the science of making a three-dimensional image of an object, using the special light from a LASER. A hologram records brightness, contrast and dimension so its final image is true 3D. In fact, it is the most accurate 3D image in the world today.

Suggested website:

www.holoworld.com/holo/kids.html

Some hologram demonstrations:

www://youtube/ur0lvUxT4a8

Warmer

Ask Ss if they know what a hologram is and where they have seen one.

HOLOTOUCH® REVOLUTIONARY INTERACTIVE TECHNOLOGY

Ask Ss what they think “Holotouch” can be. Then they skim the text and check their ideas.

Write the following words on the bb and tell Ss to use them to identify the main idea in each paragraph. Warn them there is an extra option.

A who can use it

B presentation of technology

C description of how it functions

D benefits and uses

Ss read the text. Then you do class check. You may ask Ss to justify their choices with evidence from the text.

Answers

B paragraph 1 C paragraph 2 D paragraph 3

You may also ask Ss to write some questions to ask their friends. Check them before the interaction. It can become a competition if you divide the class into teams that can score points for each correct answer.

OTHER TEXTS

Text 2

Copy these definitions on the bb and ask Ss to read the text. Tell them to find the words whose definitions are on bb.

A people in a book play or film

B control or use something with great ability

C 3D picture

D showed an image on a screen

E images created to show unreal things or actions in films or TV programmes

Answers

A characters B manipulate C hologram D projected
E visual effects

Text 3

Background information

Ethernet /'i:θənət/ is used to transmit information from one place to another, using fiber optics and at a speed of 100 gigabits per second. *Ethernet* is the most widely-installed local area network (LAN) technology at the moment and it was originally developed by Xerox.

Ask Ss to read the text and tell you what it is about (how an image can be transmitted). Encourage them to use the pictures to help them understand the different moments.

Ask them to read the text again and write the numbers for each step in the text.

Answers

STEPS: 1 First sentence 2 Second sentence (Data link refers to Ethernet) 3 & 4 Third sentence

Text 4

Ask Ss what kind of text this is (instructions) and what characteristics it has got (a list of actions and materials). Then tell them to read the instructions and to make a list of the materials we need to make a hologram at home.

You may want Ss to watch some videos on Youtube that illustrate how to build their own holograms using their mobile phones.

Suggested website:

www.youtube/Q0AksET_XoQ

You may also ask them to make one at home and try it in class.

THE HOLO BOGGLE

Ask Ss for tech words. Then they look for the words in the Holo Boggle or *Hologoggle!*

Answers

1 holo 2 laser 3 light 4 image 5 key 6 detect
7 hologram 8 sensor 9 project

D	I	F	H	O	L	O	K
E	W	K	O	L	E	S	P
T	I	E	L	A	S	E	R
E	S	Y	O	R	K	N	O
C	L	I	G	H	T	S	J
T	E	M	R	A	X	O	E
O	G	U	A	L	I	R	C
R	O	I	M	A	G	E	T

MY TIME OUT

TECHNO INVENTIONS

Encourage Ss to search for information about the Top 10 technological inventions and choose three which are the most interesting to them. They must present them and explain their uses. In what ways do they make life easier, better or more fun?

Ask them to illustrate their texts with photos or drawings.

You may want them to make an oral presentation on their findings.

SAMPLE UNIT